

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 8 Spanish Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in World Language

Curriculum Scope and Sequence

Content Area	Spanish	Course Title/Grade Level:	Grade 8
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Topic/Unit #1	Review of Spanish 7 grammar concepts, vocabulary and pronunciation	approx. September-October 8 weeks
Topic/Unit #2	Stem-changing verbs, possessive adjectives, negative words, house vocabulary, geoculture of Chile	approx. October-December 7 weeks
Topic/Unit #3	direct objects and d.o. pronouns, review of ser/estar, food vocabulary, irregular verb spellings, geoculture of Mexico	approx. December-February 8 weeks
Topic/Unit #4	reflexive verbs and pronouns, health and feelings vocabulary, present progressive and the use of estar, geoculture of Argentina	approx. March-April 8 weeks
Topic/Unit #5	demonstrative adjectives, the preterite verb tense, saber and conocer, clothing and shopping vocabulary, numbers, geoculture of the Dominican Republic	approx. May-June 7 weeks

Topic/Unit 1 Title	Review of Spanish 7 grammar concepts,vocabulary and pronunciation	Approximate Pacing	8 weeks
STANDARDS			
NJSLS			
<ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). • 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar. • 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. • 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). 			
Interdisciplinary Connections:		Computer Science & Design Thinking:	

Social studies:

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Art:

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

Activities

Classroom discussions related to:

- **Social studies:** *The influence of The Spanish conquests in the New World left its influence and its lasting effects on the geoculture of the Hispanic world even 500 years later.*
- **Art:** *Spanish influence in architecture in the New World.*

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Activities:

- Students will discuss safe use and storage of personal information, including account passwords.
- Students will discuss technology that assists in language learning and communication, their impact on daily lives, as well as the importance of becoming bilingual in their future education and career options. Communicating in more than one language with some proficiency will present opportunities for a variety of occupations and careers paths in the contemporary workplace.
- Students will use technology for essential tasks in class and discuss its use in school and different parts of the world.
- Students will collect data, select and utilize a computational tool to organize and share that data for a project.

Career Readiness, Life Literacies & Key Skills:

- 9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.FP.1:** Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2:** Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3:** Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.PB.5:** Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities:

- Students will discuss classroom expectations and how they can contribute.
- Students will interpret the meaning of advertisements and other visuals.
- Students will learn how to search for places and ask questions in order to obtain information regarding reservations, ordering food, keeping to a schedule, finding specific locations in a Spanish-speaking city. They will discuss the factors that impact their decisions.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

Why learn Spanish?

Why study Spanish culture?

Why learn the parts of speech?

Enduring Understanding:

Learning Spanish leads to a better understanding of one's own language including parts of speech in English; expands vocabulary and enhances cultural knowledge and understanding of our global world and Spanish influence on American culture and in the Americas.

Learning the parts of speech is central to improving speaking and writing skills.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know: <i>Students will know:</i></p> <ul style="list-style-type: none"> • parts of speech, letters, numbers • grammar terminology regarding parts of speech • regular verb conjugations • greetings and courtesy expressions • the verbs ser and estar • adjective placement and agreement • article placement and agreement 	<p>Students will be able to: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify parts of speech in English and Spanish • comprehend a fundamental awareness of grammar • conjugate verbs according to subjects and applying the correct endings. • correctly write sentences in Spanish • identify subject pronouns and subject verbs • pronounce words correctly
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>→ <i>Students will be given oral and written summative assessments at the end of each learning period based on the learning within the unit.</i></p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>→ <i>Students will complete written, speaking, and listening measured through data collecting and game-based websites (Kahoot, Quizlet) to assess knowledge of vocabulary, grammar and geoculture.</i></p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>→ <i>Students will present projects, dialogues, share work in pairs, small groups, and/or class discussions. Students will be given a travelogue in which they visit a foreign city and make arrangements to visit cultural/heritage sites, landmarks, restaurants and hotels .</i></p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>→ <i>Students will be given listening and speaking related SGO questions twice throughout the year to measure progress toward grade level standards.</i></p>
RESOURCES	
Core instructional materials:	

Teacher-generated vocabulary and grammar notes and translation provided through the Exprésate (present textbook) and various older textbooks generations used by the school, websites, and personal knowledge.

Supplemental materials: *Google Classroom, Quizlet, Kahoot and various appropriate websites.*

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Stem-changing verbs, possessive adjectives, negative words, house vocabulary, geoculture of Chile	Approximate Pacing	7 weeks
STANDARDS			
NJSLS			
<ul style="list-style-type: none"> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 			

- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar.
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections:

Math:

8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Language Arts:

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Art:

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

Computer Science & Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Activities:

- Students will use technology for essential tasks in class and discuss its use in school and different parts of the world.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

Activities

Classroom discussions related to:

Math: *As part of the travelogue, simple math equations (addition, subtraction, division, and multiplication) will be applied in order to exchange money into the target currency in order to determine costs.*

Language Arts: *Parts of speech identification including the subject verb structure contrasted to the English language; article/noun/adjective agreement. The importance of punctuation and accent marks as an indicator of spelling and meaning.*

Art: *As part of the geoculture of each country, we discuss important artists/architects and the various architectural influences from the Mediterranean, Mudejar, and Arabic styles. Also, as part of the travelogue, students visit a museum and identify various pieces of art. In addition, students may design their own home or create home advertisements.*

- Students will collect data, select and utilize a computational tool to organize and share that data for a home design or advertisement project.

Career Readiness, Life Literacies & Key Skills:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CP.1: Compare prices for the same goods or services.
9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

- 9.1.8.FP.7:** Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.1:** Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2:** Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3:** Explain how to create budget that aligns with financial goals.
- 9.1.8.PB.5:** Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Activities:

- Students will interpret the meaning of advertisements and other visuals.
- Students may design a budget to purchase a home and necessary furniture and appliances, then discuss factors impacting their budget and decisions.
- Students will set individual goals and reflect on their progress toward those goals.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:

Why learn Spanish?

Why study Spanish culture?

Enduring Understanding:

Learning Spanish leads to a better understanding of one's own language including parts of speech in English; expands vocabulary and enhances cultural knowledge and understanding of our global world and Spanish influence on American culture and in the Americas.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- *stem-changing verbs*
- *house-related vocabulary*
- *possessive adjectives*
- *subjects and verbs*
- *subject pronouns*
- *indefinite and definite articles and their relationship to the noun*
- *the differences between ser and estar*

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- *conjugate and use stem-changing verbs*
- *use house vocabulary in a dialogue*
- *use possessive adjectives to show ownership*
- *distinguish between the usages of ser and estar*
- *chose when to use subject pronouns*
- *correctly match the articles and nouns*
- *pronounce words correctly*

<ul style="list-style-type: none">geoculture of Chile	<ul style="list-style-type: none">become familiar with the geography, culture and history of Chile through video, map and textbook presentations
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	→ Students will be given oral and written summative assessments during and at the end of each learning period.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	→ Students will complete written, speaking, and listening measured through data collecting and game-based websites (Kahoot, Quizlet) to assess knowledge of vocabulary, grammar and geoculture.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	→ Students will present projects and dialogues in small groups and in- class discussions. Students will be given a travelogue in which they visit a foreign city and make arrangements to visit cultural/heritage sites, landmarks, restaurants and hotels .
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	→ Students will be given listening and speaking related SGO questions twice throughout the year to measure progress toward grade level standards.
RESOURCES	
Core instructional materials: Teacher- generated vocabulary and grammar notes and translation provided through the Exprésate (present textbook) and various older textbooks generations used by the school, websites, and personal knowledge.	
Supplemental materials: Google Classroom, Quizlet, Kahoot and various appropriate websites	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	direct objects and d.o. pronouns, review of ser/estar, food vocabulary, irregular verb spellings, geoculture of Mexico	Approximate Pacing	8 weeks
STANDARDS			
NJSLS			
<ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). • 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar. • 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. • 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 			

- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections:	Computer Science & Design Thinking:
<p>Art: 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p>Math: 8.F.A.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>Social Studies: 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>Activities</p> <p>Art: <i>Students will visit the art museum in Buenos Aires and locate various pieces of art virtually.</i></p> <p>Math/personal finance: <i>Students will convert the target country currency into American Dollars and understand the cost of souvenirs, food, tickets, and transportation.</i></p> <p>Technology and Social Studies: <i>Students will be able to visit a foreign city through a travelogue in which they will travel around a city visiting historical landmarks, museums, shopping centers, hotels and restaurants requiring the use of money conversion and ability to</i></p>	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. • Students will collect data, select and utilize a computational tool to organize and share that data for a project.

communicate with the local residents. They will compare and contrast cultures.	
Career Readiness, Life Literacies & Key Skills:	
<p>9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.</p> <p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</p> <p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).</p> <p>9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</p>	
<p>Activities:</p> <ul style="list-style-type: none"> Students will interpret the meaning of advertisements and other visuals. Students will learn how to search for places and ask questions in order to obtain information regarding reservations, ordering food, keeping to a schedule, finding specific locations in a Spanish-speaking city. They will discuss the factors that impact their decisions. Students will set individual goals and reflect on their progress toward those goals. 	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions <i>Why learn Spanish?</i> <i>Why study Spanish culture?</i></p> <p>Enduring Understanding: <i>Learning Spanish leads to a better understanding of one's own language including parts of speech in English; expands vocabulary and enhances cultural knowledge and understanding of our global world and Spanish influence on American culture and in the Americas.</i></p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> food-related vocabulary direct objects and direct object pronouns command forms irregular verb forms 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify direct objects and replace them with direct object pronouns identify foods in Spanish use the command form

<ul style="list-style-type: none"> • <i>ser and estar usages</i> • <i>geoculture of Mexico</i> 	<ul style="list-style-type: none"> • <i>distinguish between the use of ser and estar</i> • <i>identify the spellings of irregular verbs</i> • <i>pronounce words correctly</i> • <i>become familiar with the geography, culture and history of Mexico through video, map and textbook presentations</i>
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	→ <i>Students will be given oral and written summative assessments during and at the end of each learning period.</i>
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	→ <i>Students will complete written, speaking, and listening measured through data collecting and game-based websites (Kahoot, Quizlet) to assess knowledge of vocabulary, grammar and geoculture.</i>
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	→ <i>Students will present projects and dialogues in small groups and in- class discussions. Students will be given a travelogue in which they visit a foreign city and make arrangements to visit cultural/heritage sites, landmarks, restaurants and hotels .</i>
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	→ <i>Students will be given listening and speaking related SGO questions twice throughout the year to measure progress toward grade level standards.</i>
RESOURCES	
Core instructional materials: <i>Teacher-generated vocabulary and grammar notes and translation provided through the Exprésate (present textbook) and various older textbooks generations used by the school, websites, and personal knowledge.</i>	
Supplemental materials: <i>Google Classroom, Quizlet, Kahoot</i>	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	reflexive verbs and pronouns, health and feelings vocabulary, present progressive and the use of estar, geoculture of Argentina	Approximate Pacing	8 weeks
STANDARDS			
NJSLS			
<ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). • 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar. 			

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections:

Language Arts:

L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Art:

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

Math:

8.F.A.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Social Studies:

Computer Science & Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Activities:

- Students will use technology for essential tasks in class and discuss its use in school and different parts of the world.
- Students will collect data, select and utilize a computational tool to organize and share that data for a project.

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Activities

Language Arts: *Students will use parts of speech including the subject verb structure contrasted to the English language; article/noun/adjective agreement. The importance of punctuation and accent marks as an indicator of spelling and meaning.*

Math: *As part of the travelogue developed for each chapter based on a Spanish speaking nation in the textbook, simple math equations (addition, subtraction, division, and multiplication) will be applied in order to exchange money into the target currency.*

Art/Social Studies: *As part of the geoculture of each country, we discuss important artists/architects and the various architectural influences from the Mediterranean, Mudejar, and Arabic.*

Career Readiness, Life Literacies & Key Skills:

NEW POSS:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

9.1.8.PB.3: Explain how to create budget that aligns with financial goals.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.

9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.

9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.

9.1.8.RM.3: Evaluate the need for different types of warranties.

Activities:

- Students will interpret the meaning of advertisements and other visuals.
- Students will set individual goals and reflect on their progress toward those goals.

OLD:

8.1.8.D.1 *Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.*

8.1.8.D.3 *Demonstrate an understanding of fair use and Creative Commons to intellectual property.*

For example: students need to exhibit a responsible approach to surfing for information when completing assignments and reports. They have to maintain an appropriate level of ethical behavior and understanding that all websites are not safe.

CRP2. Apply appropriate academic and technical skills.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

For example: students learn how to search for places and ask questions in order to obtain information regarding reservations, ordering food, keeping to a schedule, finding specific locations in a Spanish-speaking city. Communicating in more than one language with some proficiency will present opportunities for a variety of occupations and careers paths in the contemporary workplace.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions

Why learn Spanish?

Why study Spanish culture?

Enduring Understanding:

Learning Spanish leads to a better understanding of one's own language including parts of speech in English; expands vocabulary and enhances cultural knowledge and understanding of our global world and Spanish influence on American culture and in the Americas.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- reflexive verbs
- reflexive and object pronouns
- health and emotions vocabulary
- direct object pronouns
- pronunciations
- irregular verb forms
- ser and estar usages
- command forms with object and reflexive pronouns
- geoculture of Argentina

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- use reflexive verbs to express themselves
- distinguish between reflexive and object pronouns
- express one's self regarding health and emotions
- correctly use ser and estar expressions
- pronounce vocabulary and verb conjugations correctly
- use command forms with pronouns
- become familiar with the geography, culture and history of Argentina through video, map and textbook presentations

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	→ <i>Students will be given oral and written summative assessments during and at the end of each learning period.</i>
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	→ <i>Students will complete written, speaking, and listening measured through data collecting and game-based websites (Kahoot, Quizlet) to assess knowledge of vocabulary, grammar and geoculture.</i>
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	→ <i>Students will present projects and dialogues in small groups and in- class discussions. Students will be given a travelogue in which they visit a foreign city and make arrangements to visit cultural/heritage sites, landmarks, restaurants and hotels ..</i>
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	→ <i>Students will be given listening and speaking related SGO questions twice throughout the year to measure progress toward grade level standards.</i>
RESOURCES	
Core instructional materials: <i>Teacher- generated vocabulary and grammar notes and translation provided through the Exprésate (present textbook) and various older textbooks generations used by the school, websites, and personal knowledge. Online travelogues developed by the teacher.</i>	
Supplemental materials: <i>Google Classroom, Quizlet, Kahoot</i>	
Modifications for Learners	
See appendix	

Topic/Unit 5 Title	demonstrative adjectives, the preterite verb tense, saber and conocer, clothing and shopping vocabulary, numbers, geoculture of the Dominican Republic	Approximate Pacing	7 weeks
STANDARDS			
NJSLS			
<ul style="list-style-type: none"> • 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. • 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). • 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. • 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. • 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. • 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. • 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar. • 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. • 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). 			

Interdisciplinary Connections:	Computer Science & Design Thinking:
<p>Language Arts: L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Art: 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>Math: 8.F.A.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>Social Studies: 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>Art/Social Studies: <i>As part of the geoculture of each country, we discuss important artists/architects and the various architectural influences from the Mediterranean, Mudejar, and Arabic.</i></p>	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Students will use technology for essential tasks in class and discuss its use in school and different parts of the world. • Students will collect data, select and utilize a computational tool to organize and share that data for a project. <p>NEW POSS: 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p>

Math: As part of the travelogue, **simple math equations** (addition, subtraction, division, and multiplication) will be applied in order to exchange money into the target currency to determine costs.

Language Arts: Parts of speech including the subject verb structure contrasted to the English language; article/noun/adjective agreement. The importance of punctuation and accent marks as an indicator of spelling and meaning.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

OLD:

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.1.8.A.6 Explain how income affects spending decisions.

For example: students will convert figurative money into the local currency of the country and determine what can be purchased within a budget (e.g. \$100 a day in CLP). This provides them with an idea about the real value of money in another country.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

For example: Students will discuss and demonstrate how they could navigate around a Spanish speaking city (Ushuaia, Argentina) and learn how to ask questions, find locations, make reservations, and order food.

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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • clothing and shopping vocabulary • numbers through 1 million • preterite verb tense • demonstrative adjectives • saber and conocer 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and write numbers through one million • utilize the preterite verb tense and contrast to the present and progressive verb tenses • use demonstrative adjectives to describe distance • distinguish between saber and conocer

<ul style="list-style-type: none"> • <i>geoculture of the Dominican Republic</i> 	<ul style="list-style-type: none"> • <i>identify and utilize shopping related vocabulary</i> • <i>become familiar with the geography, culture and history of the Dominican Republic through video, map and textbook presentations</i>
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